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ABSTRACT

This guidebook presents information to acquaint part-time faculty with institutional policies at Pima College's Community Campus and to familiarize them with practical pedogogical skills. Part I of the handbook presents institutional information on: (1) campus and district personnel; (2) instructional locations; (3) employment policies related to teaching assignment, personnel files, certification, contracts, cancelled classes, classroom responsibilities, hours of service, pay, faculty meetings, workshops and seminars, and substitute instructors; (4) instructional policies on grades, tests, textbooks, faculty evaluation, field trips, class breaks, and other instructional concerns; (5) instructional facilities; (6) support services for duplicating and obtaining instructional materials; (7) communications services; (8) maintaining student records; and (9) student services. Part II provides a list of 27 resources dealing with college teaching. Part III presents a teaching guide outlining suggestions for: pre-course preparation; the first class meeting; writing instructional objectives; lesson planning; using instructional resources; fulfilling the roles expected of a teacher; motivating students; maintaining classroom order and morale; using various instructioanl techniques, including formal and informal lectures, demonstrations, case studies, and programmed instruction; and measuring student response. (JP)

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SURVIVAL SKILLS

for

PART-TIME FACULTY

at

PIMA COLLEGE'S COMMUNITY CAMPUS

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June, 1979

JC 810 062

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SECTION 1 — INSTITUTIONAL GUIDE

1. COMMUNITY CAMPUS DIRECTORY

1225 North Tenth Avenue
Tucson, Arizona 85705
Telephone (602) 884-6940

ADMINISTRATION

Dr. James E. Gibson, *Executive Dean* 884-6944
Mary Leon, *Secretary* 884-6944
Ed Acuna, *Associate Dean* 884-6943
Judy Lewandowski, *Secretary* 884-6943
Carl Webb, *Coordinator* 884-6839
Patricia Gabriel, *Secretary* 884-6940

BUSINESS

John Stevanus, *Business Agent* 884-6870
Mollie Olivarez, *Specialist, Purchasing* 884-6870
Marian Simmons, *Cashier* 884-6869

CONTRACTS AND CERTIFICATION

Pam Rohn, *Specialist* 884-6854

INSTRUCTIONAL SUPPORT

Paul Gwin, *Specialist* 884-6873

REGISTRATION

Sylvia Daniels, *Student Records Specialist* 884-6868
Mary Powell, *Specialist* 884-6868

2. PIMA COUNTY COMMUNITY COLLEGE DISTRICT DIRECTORY

BOARD OF TRUSTEES

James B. Klein, M.D. ..... Chairman
Michael J. Hansen ..... Secretary
Esther D. Tang ..... Member
Georgia L. Cole Brousseau ..... Member
Joe P. Bedard ..... Member

PIMA COMMUNITY COLLEGE
MULTI-CAMPUS ADMINISTRATION
2202 W. Anklam Road, 884-6666

Donald F. Klaasen ..... Acting President and Dean of Business Services and Chief Fiscal Officer

Dr. Arthur H. Evans, Jr. ..... Director of Supportive and Developmental Services

COMMUNITY CAMPUS — 1225 North 10th Avenue, 884-6940

Dr. James E. Gibson ..... Executive Dean
Ed Acuna ..... Associate Dean of Instructional Services
Carl Webb ..... Coordinator of Educational Services

DOWNTOWN CAMPUS — 50 West Speedway, 884-6788

Dr. Ralph L. Wahrer ..... Acting Dean of Instructional Services

Dr. Sallie A. Guy ..... Associate Dean of Educational Support Services

Miguel A. Palacios ..... Associate Dean of Admissions and Registration

Dr. Ralph L. Wahrer ..... Associate Dean of Extended Day Programs

WEST CAMPUS

Raymond Stith ..... Executive Dean
Diego A. Navarrette, Jr. ..... Dean of Student Services
Elizabeth Gonzales ..... Associate Dean of Student Services
Donald E. Proulx ..... Area Associate Dean

2. PIMA COUNTY COMMUNITY COLLEGE DISTRICT DIRECTORY

Joseph W. Cosentino ..... Associate Dean of Admissions and Registration

..... Associate Dean, Summer and Evening Programs

EAST EDUCATION CENTER — 7830 E. Broadway, 884-6580

Dr. David L. Landsburg ..... Dean

Fred Montes ..... Assistant Dean, Admissions and Registration/Registrar

COMMUNITY SERVICES — 219 W. Mabel, 884-6720

Constance Howard ..... Director

CAREER SKILL CENTER — 55 North 6th Avenue, 623-8456

Mary D. Hammann ..... Director

STAFF TO THE PRESIDENT

Richard Frontain ..... Director of News Information

Stewart V. Lancaster ..... Director of Community Relations

3. COMMUNITY CAMPUS LOCATION COORDINATORS

Location Coordinators are Part-time Staff who act as an important communication link between Part-time Faculty, the Community Campus, and the agency providing the educational facility being used. They are on duty at the location whenever classes are held there.

Ajo High School	Marion E. Engle	387-6183
Amphitheater High School & Canyon Del Oro High School	Richard Moyle	887-3183 - 2182
Burr-Brown	Joe Engle	746-1111 - x327
Catalina High School	Jack Geary	791-6357
Cholla High School	Gerry Lybeck	791-6961
Davis-Monthan AFB	Don Britt	748-4813 - 4814 748-4815

District I Education Center	Joan Schmid	791-6131
Erickson School	Pamela Schmidt	791-6806
Flowing Wells High School	Harry Spaulding	887-1100
Marana High School	Georgia Acker	623-4343 - c42
Nogales High School	Francisco Thompson	287-2941
Palo Verde High School	Richard Southard	791-6450
Patagonia High School	Ellen Watters	392-2203
Pueblo High School	Henry Gamboa	791-6714
Rincon High School	James E. Davis	791-6657
Sahuaro High School	James Hazard	296-3201
Santa Rita High School	Thomas Murrow	791-6804
Sells/Baboquivari High School	Edna Harvey	383-2221 - x270
Sunnyside High School	Carl Brunenkant	294-1411 - x272
Tucson High School	Joan Schmid	791-6131

4. COMMUNITY CAMPUS LOCATION ADVISORS

These location advisors make regularly scheduled visits to each of their assigned locations. The location coordinator can provide you with a schedule.

Beehler, Elwood F.	Sahuaro High School	296-3201
	Tucson High School	791-5252
Collier, Don	Pueblo High School	791-6713
	Cholla High School	791-6357
Deardorff, Duane C.	Palo Verde High School	791-6450
Engle, Marion	Ajo High School	387-6183
Engelhard, Gerold	Flowing Wells High School	887-1100
	Marana High School	623-4343
(Vacant)	Davis Monthan AFB	748-4813
	Santa Rita High School	791-6804
Northam, Orval M.	Aztec Inn (Hotel-Motel)	795-0330
	Doubletree Inn	881-4200
	Rincon High School	791-6657

Morales, Frank	Nogales High School	287-2941
Parks, Chester A.	Carrillo School	791-6488
	Catalina High School	791-6357
	District I Ed. Ctr.	791-6131
Peavler, Carole C.	Amphi Jr. High School	887-5500
	Amphi High School	887-3183
	Flowing Wells Fire Station	887-4148
	Tucson General Hospital	327-5461
	Canyon Del Oro High School	297-1136
Warrior, Herman K.	Ganoung School	791-5201
	Green Valley	
	Sahuarita High School	
	Sunnyside High School	294-1411

5. PIMA COUNTY COMMUNITY COLLEGE DISTRICT
COMMUNITY CAMPUS
Instructional Locations

Ajo High School ..... Ajo, 85321
Amphi Junior High ..... 315 E. Prince Rd., 85705
Amphi High School ..... 125 W. Yavapai, 85705
Automotive Skill Center ..... 640 N. Stone Ave.
Araneta's Mexican Inn ..... 2640 E. Speedway, 85716
Aztec Inn ..... 102 N. Alvernon, 85711
Burr Brown ..... 6730 S. Tucson Blvd., 85706
Canyon Del Oro High School ..... 25 W. Calle Concordia, 85704
Carrillo Elementary School ..... 440 S. Main Ave., 85701
Catalina High School ..... 3645 E. Pima, 85712
Child-Care Center ..... 2302 E. Speedway, 85719
Cholla High School ..... 2001 W. 22nd St., 85713
City Hall ..... 250 W. Alameda, 85701
Davis Monthan AFB ..... Golf Links & Craycroft, 85707
District I Education Center ..... 1010 E. 10th St., 85719
Doubletree Inn ..... 445 S. Alvernon, 85711
El Pueblo Community Center ..... 101 W. Irvington, 85714

El Rio Center ..... 1390 W. Speedway, 85705
Erickson School ..... 6750 E. Stella Rd., 85730
Fire Training Center ..... 797 E. Ajo Way, 85713
Flowing Wells Fire Station ..... 1342 W. Mohawk Dr., 85705
Flowing Wells High School ..... 3725 N. Flowing Wells, 85705
Ganoung School ..... 1605 S. Santa Rose, 85711
Green Valley ..... Green Valley, 85614
Hilton Inn ..... 1601 Miracle Mile, 85705
Main Post Office ..... 1501 S. Cherrybell, 85712
Marana High School ..... Marana, 85238
Nogales High School ..... 22 Plum St., Nogales, 85621
Palo Verde High School ..... 1302 S. Avenida Vega, 85710
Pascua Village ..... 4821 W. Calle Vicam, 85706
Patagonia High School ..... Patagonia, 85624
Pima County Building ..... 115 N. Church, 85701
Pima Co. Health & Welfare Bldg. ..... 151 W. Congress, 85701
Pima County Rifle Range ..... Kinney Road, 85705
Pima Savings ..... 5151 Broadway, 85711
Plaza International Hotel ..... 1900 E. Speedway, 85719
Pueblo High School ..... 3500 S. 12th Avenue, 85716
Ramada Inn ..... 404 N. Freeway, 85705
Rincon High School ..... 422 N. Arcadia Blvd., 85711
Rio Rico Fire Station ..... Rio Rico, 85621
Rural Fire Station #4 ..... 4445 E. Benson, 85706
Sahuarita High School ..... Sahuarita, 85640
Sahuaro High School ..... 545 N. Camino Seco, 85710
Santa Rita High School ..... 3951 S. Pantano Rd., 85730
Sells High School ..... Sells, 85634
Skill Center ..... 55 N. 6th Ave., 85701
South Tucson Fire Department ..... 1810 S. 6th Ave., 85705
Sunnyside High School ..... 1725 E. Bilby Rd., 85713
Temple Emanu-El ..... 225 N. Country Club, 85716
Townsend Jr. High School ..... 2120 N. Beverly Blvd., 85713
Tucson General Hospital ..... 3838 N. Campbell, 85719
Tucson High School ..... 400 N. 2nd Ave., 85705
Tucson Marriott Hotel ..... 180 W. Broadway, 85719

Tucson Medical Center ..... Grant & Beverly, 85712
University of Arizona ..... 1501 N. Campbell, 85719
University Hospital ..... 1501 N. Campbell, 85719
Valencia Library ..... 202 W. Valencia, 85706
Valley National Bank ..... Alameda & N. Court, 85701
Veteran's Hospital ..... 3601 S. 6th Ave., 85713
Western Savings ..... 3480 E. Broadway, 85711

6. EMPLOYMENT INFORMATION

TEACHING ASSIGNMENT

Community Campus Part-time assignments are made by the Community Campus administration. Staffing assignments for the spring semester are made by December and for Fall semester by August.

PERSONNEL FILES

Each Temporary Part-time Associate Faculty member must have a completed personnel file in the District Personnel Office. Records needed for personnel files include: (1) IRS Form W4, (2) signed loyalty oath, (3) application for employment, (4) three personnel references, (5) official transcripts, (6) tuberculosis clearance for first-time employees (annually in designated areas), and (7) valid Arizona Community College Teaching Certificate. Official transcripts from each college at which a degree has been earned must be sent directly from that college registrar to Pima Community College, Community Campus, Attention: Contract and Certification Office.

CERTIFICATION

Each instructor must have a valid Community College Teaching Certificate on file with other personnel information. Requests for certificate renewals should be made at least one month before expiration of the current certificate. For assistance in completing this requirement, contact the Contract and Certification Office, 884-6869.

CONTRACTS

Contracts are made on a load-hour basis for each semester. If contract problems arise, the instructor should call the Contract and Certification Office, 884-6869.

Contracts are mailed to instructors after teaching assignments are made. It is essential that the individual complete the forms included and sign and return the contracts promptly to the Contract and Certification Office. If the individual decides to decline a contract, the Contract and Certification Office should be notified immediately, and the unsigned contract should be returned to that office.

CANCELLED CLASSES

Classes may be cancelled by the Executive Dean for various educational reasons, including low enrollment. A class cancellation indicates cancellation of the instructor's assignment as stated in the Part-time Faculty Agreement.

When in contact with students whose classes have been cancelled, instructors should help students solve scheduling problems when possible and answer questions about other classes. When a class has been cancelled, instructors should suggest that students register for another class.

CLASSROOM RESPONSIBILITIES

Part-time instructors shall be primarily concerned with instruction in the classroom. In addition to presentation of course material and demonstration, instructors are expected to supervise all phases of the classroom experience. Please see **STUDENT RECORDS** section relative to attendance records.

HOURS OF SERVICES

The teaching contract is written in terms of credit hours taught in the classroom. Instructors are expected to be present at teaching locations in time to check with the location coordinator and be in the classroom ten minutes before the beginning of the class period. Instructors are also expected to arrange time, either before or after classes, to assist students as appropriate. Time devoted to meeting students individually can provide useful feedback for improvement of instruction.

ADDRESSES AND TELEPHONE NUMBERS

It is important that a current home address, home phone number, and day business phone number be on file in the Contract and Certification Office. This information will be used only for intra-agency professional matters and will not be otherwise available without the authorization of the individual involved. Changes must be given to the Contract and Certification Office promptly.

The Office will not give phone numbers to students. If you want the students to call your home, please give them your number.

PART-TIME FACULTY PAY

The Part-time Faculty instructional pay rate is $285.00 per load hour. Load hours are computed as follows: One lecture period = 1.0 load hour; one Lab period = .07 load hour. For example, a class assignment of 3 Lectures and 2 Labs = 3 + 1.4) x $285.00 = $1,254 as semester pay. A period is defined as one fifty- (50) minute class session. Instructors will be paid only for actual sessions met. Paychecks are issued four times each semester on the third Friday of each month, beginning in September and February. The final semester paycheck is not issued until final grade reports are turned into the Community Campus. Paychecks will be disbursed as the faculty member indicated on the form provided for that purpose at the time of assignment. Checks will not be issued unless the employee's Withholding Allowance Certificate (W4) is on file and Certification requirements are met.

FACULTY MEETINGS

All Part-time Faculty must attend the meetings held before the start of each semester. Included in the agenda will be new or changed procedures, review of necessary paperwork, and other information that will assist instructors in the assignments with the Community Campus. Attendance will be recorded.

WORKSHOPS

Workshops for improvement of instruction will be scheduled and advertised during each semester. These sessions focus upon topics of personal and professional interest to faculty and are designed to bring improvement in the educational program of the College. It is anticipated that all faculty will participate in the workshops. Attendance will be recorded. Faculty are urged to provide suggestions for workshop topics to Carl Webb (884-6839).

SUBJECT AREA SEMINARS

Seminars involving instructors in various subject matter areas will be scheduled periodically. Topics will include course content, instructional concerns. All instructors in respective subject areas will be expected to participate in these seminars.

SUBSTITUTE INSTRUCTORS

The Contract and Certification Office maintains a roster of qualified instructors who are available to serve as substitutes. The Associate Dean and the Contract and Certification Office must be notified when a substitute instructor is needed.

Qualified substitute instructors may be employed by the Dean or Associate Dean to replace absent instructors when necessary. The Location Coordinator is to be notified of all substitute assignments.

Substitutes shall assume the class load of the part-time instructor of thirty dollars ($30.00) per session for a class scheduled for one meeting each week. Fifteen dollars ($15.00) per session will be paid for classes scheduled to meet twice weekly. A class is defined as a time block of scheduled activities in a course section for any day or evening. Substitute pay will be deducted from the regular instructor's salary when substitutes are used.

In order for compensation to be made for substitute teaching in the Community Campus, a completed loyalty oath, W-4 and a form FC-101 (Substitute Teacher Compensation) must be forwarded to the Contract and Certification Office. Compensation forms will be mailed to substitute faculty by the Contract and Certification Office upon request.

7. INSTRUCTIONAL INFORMATION

COURSE OUTLINES AND SYLLABI

Outlines or syllabi for Community Campus courses are available for use by instructors and may be obtained through the Instructional Support Coordinator, Carl Webb (884-6839).

GRADING SYSTEM

The Pima County Community College District grading system is described in the college catalog as follows: Grades earned at Pima Community College are recorded at the end of each semester according to the following system: A - Superior (4 grade points per credit hour), B - Good (3 grade points per credit hour), C - Average (2 grade points per credit hour), P - Pass (C or better without grade differentiation ordinarily indicated by the college grading system), I - Incomplete (A record of "Incomplete" as a grade, will be made at the individual's request and at the instructor's option. This grade will be kept on record for one year, after which it will be automatically changed to "NC". A student receiving a grade of "I" will be provided with a standard form specifying the work necessary for completion of the course.), NC - no credit (This grade is given students who have not completed enough course work to receive an "I" or who have performed below average work). W - Withdrawal (This grade may be requested by the student or by the instructor after the instructor has notified the student, personally or by mail, that this action is intended.), X - an X placed next to a grade indicates the grade was earned through successful completion of a proficiency test, AU - Audit (persons officially registered may audit courses with the permission of the instructor. No credit will be earned. Requests for audit status must be made before the end of the second week of classes each semester).

EXAMINATION AND CREDIT BY EXAMINATION

Examinations are recommended for use in determination of instructional success. Final exams or evaluations are to be scheduled during the evaluation/assessment week.

Acceptable Credit by Examination includes: (1) Advanced Placement from High School, (2) College Level Examination Program (CLEP), (3) Defense Activity for Non-Traditional Educational Support (DANTES - formerly United States Armed Forces Institute), and (4) Special Examinations for credit or grade. Students interested in Credit by Examination in a particular course should contact the Community Campus Registration Office for information.

TEXTBOOK

Textbooks used in the Community Campus are selected specifically for each course and, in courses where textbooks are required, it is expected that they will be utilized. Textbooks are ordered through the Instructional Support Center and sold in various Pima College Bookstores. Current texts are used for not less than four semesters before adoption of new texts. Instructors are not free to individually adopt their own text, but are strongly requested to evaluate the current text each semester and to participate in the selection of new textbooks. The selection process includes input from other campuses, but when advisable to the Community Campus may select texts not used at other campuses. Teacher copies of texts are available from Paul Gwin (884-6973).

FIELD TRIPS

Subject-related field trips can be a valuable aid to instruction. Safety and student interest are of primary concern in these instances. Field trips are subject to budget limitations and must be discussed with the Associate Dean (or designee) prior to the date of the trip. It is essential that all prospective field trips be registered with the Associate or Executive Dean.

GUEST SPEAKERS

The use of guest speakers for enrichment of classes is welcomed. However, the college does not provide compensation for guest speakers.

CLASS RECORD BOOK

Each instructor will be issued a class record book upon request which will be used to record student absences, test results, and other information that pertains to the class. The record book should be kept in a manner so that future interpretation can be made without too much difficulty.

CLASS BREAKS

Instructors will allow a ten-minute break period when a class extends beyond 75 minutes, and for each 75-minute period after. These breaks are scheduled at the discretion of the instructors with consideration of student motivation, safety and subject continuity.

EVALUATION

Self-evaluation by faculty is crucial for improvement of instruction. The following questions constitute a starting point for evaluation:

1. What are the instructional objectives of this course?
2. Have appropriate materials and references been assembled?
3. Is the course plan adequate to conduct the course from start to finish and satisfy course content requirements?
4. Is the sequence and organization of class activity designed to stimulate student interest and provide learning experience appropriate to the subject?
5. Are techniques of presentation varied sufficiently to improve student motivation, reach the cognitive levels present in this class, and to meet educational objectives?
6. Will planned participation and/or practice contribute to skill development and appropriate educational experience for all students?
7. Has the evaluation of learning activities and materials been designed to improve student retention of essential skills and knowledge?

Other means of improving instruction include classroom visits by designate members of the Community Campus staff. Student evaluation of instruction is a part of the overall assessment system and is administered on a campus-wide basis each semester. For further information and assistance in the area of evaluation, telephone or visit the Instructional Support Center at the Community Campus.

SUPPLIES

Requests for classroom supplies should be routed through purchasing department, 884-6871. Supply/Equipment order forms are available from location coordinators.

SOLICITING OR ADVERTISING IN CLASS

Soliciting or advertising is not permitted in classes at Pima Community College.

COMMUNICATION WITH OTHER CAMPUSES

The Community Campus has developed procedures for communication with instructional faculty throughout the College District to insure coordination of instruction services. To obtain assistance in dealing with coordination concerns, contact the Instructional Support Center. For information relating to college personnel involved in specific areas, please contact the listings at the beginning of this booklet.

INSTRUCTIONAL CONCERNS

The Community Campus Administration and Staff and Location Coordinators are always as close as the telephone and are anxious to assist with any issues about campus operations. These persons are interested in faculty concerns and their effect upon students and the college program. Most issues can be addressed quite promptly by a telephone call to the appropriate person. If, however, the concern requires more intensive consideration, an appointment should be scheduled for that purpose.

EMERGENCIES

It is expected that the instructors will react to emergency situations in a professional manner which demonstrates primary concern for safety of people and facilities. Location Coordinators and the Community Campus Administration must be notified immediately. Accidents involving personal injury or property damage require a written report including circumstances, action taken, and other relevant information. Local staff and faculty shall have no right, power or authority to bind Pima County Community College District on issues of liability nor to comment upon the extent of liability on behalf of Pima County Community College District.

DROP-AD POLICY

Official changes in enrollment status are accomplished through use of the Drop-Add Form, usually initiated by the student. An instructor, however, can drop a student for excessive absence. The student must be notified beforehand.

8. INSTRUCTIONAL FACILITIES

In the community effort, public and private agencies of Pima County have cooperated with Pima Community College to provide space for instruction throughout the Pima County Community College District and in Santa Cruz County.

Part-time Faculty have a particular responsibility to students and the community to make the best educational use of these facilities. The instructor must leave the classroom in good condition so that it is ready for full and effective use. All instructors must conform to the rules established by the particular agency providing the classroom space. For example, the various facilities may have peculiar parking provisions. Each instructor must be familiar with rules established by the location coordinator and/or representatives of the agency. Arizona law requires that there by NO SMOKING in public classrooms. Even though the NO SMOKING rule might be difficult to enforce with some students, it is nonetheless a responsibility of the instructor to see that the rule is enforced.

KEYS AND LOCKED ROOMS

Keys are not usually issued to part-time faculty. In cases where facilities might be locked at the assigned time of use, instructors should contact the location coordinator (first) or the Community Campus Offices (second) for assistance.

CHANGE OF CLASS LOCATION

All classes are to meet in rooms as printed in the class schedule. Changes in class meeting places are not to be made without approval of the Location Coordinator and the Community Campus Associate Dean. If location changes should be approved and made, advance notice to the affected student is of utmost importance.

STORAGE AND EXTRA CLASSROOM SPACE

Community Campus instructional locations do not usually provide for storage or extra classroom space. Instructors, however, may check with the Location Coordinator to see if such arrangements can be made.

9. INSTRUCTIONAL SUPPORT SERVICES

A variety of support services for the instructional program are available upon request from the Instructional Support Center at the Community Campus Offices. Several types of support are described below. For additional information, please contact Paul Gwin (884-6873).

PREPARATION OF MATERIALS

Typing, duplicating, and collating of course materials and preparation of overhead transparencies are among the services available. Services should be requested on the appropriate form at least one week before needed. Quality of the finished product will be directly affected by the quality of original material provided to the center. Clear black/white original copy will provide the best result. Material for overhead transparencies should not exceed 10" x 10", and figures should be at least ¼" high.

AUDIO-VISUAL EQUIPMENT

Location Coordinators are able to provide many items of equipment for use at instructional location. If instructors find that needed items of equipment are not available through the Location Coordinator, arrangements can be made for use of such equipment. A limited quantity of 16 mm movie projectors and 35 mm slide projectors are available. These items must be requested with the appropriate form. The Courier Service can provide delivery and return to some locations, but in many instances, the instructor will need to personally pick up and return the equipment. Scheduling details can be arranged with the Instructional Support Center. In all cases, instructors are responsible for appropriate care and prompt return of borrowed equipment.

MOTION-PICTURE FILMS

Films may be ordered and scheduled for class use through the center. Because of the diversity of locations for Community Campus Classes, the most efficient use of films will be made only if they are ordered and scheduled in advance. It is preferrable that ordering take place prior to the beginning of each semester. Since there is a minimal budget for film rental, instructors should attempt to order films which will be useful for as many classes as possible. Scheduling of film does not automatically insure provision of a projector, so instructors should remember to make suitable arrangements for equipment.

PRODUCTION OF INSTRUCTIONAL RESOURCES

In addition to the preparation of regular class materials, other instructional resource materials can be produced through the Community Campus. Original or duplicate 33 mm slides, visual laminates, audio cassette and open reel tapes are included in this category. Contact the center for additional information.

LIBRARY MATERIALS

A limited amount of resource material is available through the Community Campus. However, part-time instructors are welcome to utilize various print and non-print resources available in the Learning Resource Centers at the West and Downtown Campuses and at the East Education Center. Books, slides, tapes, and other items are included in the materials which can be borrowed for instructional use.

In some instances, it is possible to arrange limited services to a class through the local public libraries. Community Campus staff will make such arrangements when necessary.

Identification cards to allow utilization of the University of Arizona library by intructors will be distributed by the Instructional Support Center.

10. COMMUNICATION SERVICES

GENERAL

Contracts, class roster, grade roster, campus bulletins, and other informational material will normally be sent to instructors at the home address through the regular mail. Other types of information will be provided by the Location Coordinator. Instructors are responsible for contact with the Location Coordinator. Communication will take place via telephone or regular mail.

COMMUNIQUE

A newsletter, the **COMMUNIQUE,** will be published monthly during each semester. In addition to official notices and information regarding important activities in the campus, the **COMMUNIQUE** will highlight events and issues relating to Community Campus instructors and students. Part-time instructors are urged to submit brief articles or letters on areas of interest to the campus. Descriptive information concerning significant class activities and individuals deserving recognition is welcomed.

SCHEDULES AND CATALOGS

Semester course schedules and college catalogs are available with Location Coordinators or at the registration offices at various campuses and centers.

COURIER SERVICE

Regular courier service is scheduled among Community Campus Offices, larger instructional locations, Downtown and West Campuses and the East Education Center. Mail, class materials, equipment, and other small items may be routed through this service. Community Campus contact points are with Location Coordinators and the Instructional Support Center at the Community Campus Office.

11. STUDENT RECORDS

Accurate student records are of utmost importance, and it is essential that each instructor follow exactly all instructions provided about student records. All correspondence relative to student records must include student name, student identification number, and date of the action taken. Forms, envelopes,

and other materials utilized for such reports may be obtained through the Location Coordinator or the Community Campus Registration Office.

Instructors must not permit access to or release of personally identifiable student records without the written consent of the student, or parent of a dependent student (for additional information, see "Annual Notice to Students" in Regiatration Office).

Public listing of student grades would be considered release of personal identifiable records. If there are concerns in this area, please contact the Community Campus Registration Office.

STUDENT ATTENDANCE

The college is responsible for accurate reporting of attendance and instructors should encourage students to complete courses and programs. Instructors are urged to contact students with excessive absences in an attempt to encourage course completion. Excessive absence may be a problem for veterans whose benefits are based on attendance and completion of courses. The following statement regarding attendance appears in the college catalog.

ATTENDANCE

Attendance in class is part of the commitment to the learning process established between a student and an instructor. Thus, students are expected to regularly and punctually attend all classes for which they are enrolled. All attendance requirements shall be given to the student in writing at the beginning of a course. Non-attendance may result in the student being withdrawn from the course by the instructor. Students participating in official college activities are considered to have been engaged in co-curricular educational activities. However, students are responsible for notifying their instructors in advance of an absence for official college activities and for completing all class assignments as required.

STUDENT WITHDRAWAL

Students may withdraw from a course at any time before the end of the semester. However, students who feel they must withdraw from a course should first consult the instructor. Withdrawal must be accomplished by the student by completion of the Withdrawal Form identifying the course, name of student, student identification number, date and signature of student. This form may be forwarded to the Community Campus Office by mail or courier.

Instructors may withdraw students who, in the opinion of the instructor, have had an unsatisfactory attendance and performance record. In order to accomplish this, the instructor must first notify the student of the instructor's intent to drop the student. After an appropriate time for student awareness of impending withdrawal, the instructor must complete and forward the Withdrawal Form to the Community Campus Registration Office. The student's name, student identification number, and date must be entered on the Withdrawal Form along with the date and instructor's signature.

GRADE ROSTERS

Grade rosters will include names of those students who have registered and paid fees for the class. Those students whose names do not appear on the printed grade roster will not receive a grade for the class; consequently, instructors are expected to follow the procedure relative to class roster (below).

Grade rosters are mailed to faculty approximately ten days before the end of the semester. It is essential that instructors complete and return them promptly, and no later than twelve o'clock noon on the last day of classes for the semester. Return grade rosters to the COMMUNITY CAMPUS REGISTRATION OFFICE (**not** to the West or Downtown Campuses or the East Education Center). Final paychecks are held until completed grade rosters are received in the Community Campus Registration Office.

For each student receiving a grade of "Incomplete" the instructor must complete a Notification of Incomplete Grade Status form which will establish a record within one (1) year. The instructor should have the original copy mailed to the student and forward the pink and yellow copies to the Community Campus Registration Office.

If grade rosters are delayed in any way or if there are other problems, please contact the Community Campus Registration Office promptly.

CLASS ROSTERS

1. The initial roster, which is supplied for the first day of class, should indicate names of all students registered for the class. If a student whose name does not appear on the roster is present and wishes to enroll in the class, and if the instructor agrees, the student should be given a signed note that he may enter the class.
2. A second class roster and related materials will be mailed to the instructor one week after the drop/add period closes. Registered students whose names do not appear on the roster must contact the Community Campus Registration Office to correct the discrepancy.
3. A third roster will be sent to the instructor one week after the 45th day of the semester. Necessary student records changes will be processed as described in paragraph 2 above.

12. STUDENT SERVICES

ADVISEMENT AND ACADEMIC COUNSELING

Advisors are available to students during Advisement/Registration periods at registration sites and at instructional locations during the semester.

Location advisors should be consulted by students for discussion of program changes, concerns with academic process, testing, occupational information, financial aid, and job placement. Location Advisors can provide information and referral relative to wide variety of student needs. Information regarding Advisor locations can be obtained by calling the Community Campus Office (884-6940).

FINANCIAL AID AND EMPLOYMENT

Financial aid and student employment opportunities are available to Community Campus students. Information regarding scholarships, financial assistance, and employment is available in the Student Service Centers at the West and Downtown Campus, the East Education Center, and from Location Advisors.

ACADEMIC ASSISTANCE

Instructors should provide extra assistance or tutoring if possible, and, if additional help is needed, students may be referred to advisors at Student Service Centers on the West and Downtown campuses and East Education Center. Alternative Learning Centers (ALC) on the West and Downtown campuses are open to all students. The ALC offers alternative learning experience through use of individualized, modular, multi-media and personalized methods. In some cases, the ALC will provide tutoring, independent advanced study, and supplemental assistance. The ALC is manned by specialists and peer tutors who provide learning assistance in reading, writing/GED, and math/science.

NEWSLETTER

A student newsletter is published periodically during the semester and is distributed through Location Coordinators. This publication contains a variety of information of current interest to students, and instructors are asked to encourage students to read, respond to, and submit material for use in the newsletter.

LITERARY MAGAZINE

Community Campus students, faculty, and staff are encouraged to submit original writing (poetry, short stories, reviews, essays) for the campus literary magazine, **Fragments and Ruins,** which is published each year.

LIBRARIES

Community Campus students have access to:

1. Main Library at the West Campus
2. Reference Library at the East Education Center
3. Reference Library at the Downtown Campus
4. University of Arizona Library (with PCC student ID card)
5. Community libraries
6. Limited resources at instructional locations

VETERANS' ASSISTANCE

A veteran's Service Office is located at the Community Campus Offices to assist student veterans. Hours of operation are scheduled for the convenience of students and faculty of the Community Campus.

The office is staffed with a full-time staff member and part-time paraprofessional student aids trained to handle VA education-related concerns.

Problems directly related to money and other benefits such as medical and housing are referred to VET/REPS on the West Campus.

An attempt is made to have a veteran's representative visit each educational location once each month for convenience of working or disabled veterans to resolve concerns in early stages. A complete listing of the tentative visitation schedule can be obtained by calling the Community Campus Veteran's Office (884-6872).

Any Veteran who changes his or her schedule of hours in any way should contact the Veteran's Office. Failure to do so may cause an under- or over-payment of VA benefits.

13. STUDENT INFORMATION

BOOKSTORES

Students may purchase textbooks and related materials or supplies at any of the bookstores operated by Pima Community College District. Normal hours of operation during registration periods are published in registration course schedules. Bookstore locations and normal hours are as follows:

West Campus (Main Bookstore) — 2202 West. Anklam Road
Monday & Thursday — 9 a.m. - 5 p.m.
Tuesday & Wednesday — 9 a.m. - 7 p.m.
Friday — 9 a.m. - 3 p.m.

Downtown Campus — Stone and Speedway
Monday - Thursday — 9 a.m. - 7 p.m.
Friday — Closed

East Education Center — Pantano and Broadway
Monday - Thursday — 9 a.m. - 7 p.m.
Friday - Closed

PARKING REGULATIONS

Parking regulations vary at Community Campus instructional locations. Each instructor must inform students of the parking policies for particular instructional locations. This information can be obtained from the location coordinator or the agency providing the facility.

LOST AND FOUND

All lost or found articles should be reported to the appropriate Location Coordinator. When seeking articles lost in classes, it is often wise to check with the local facility custodian.

SECTION 2 — INSTRUCTIONAL RESOURCES

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National Information Center for Education Media, University of Southern California, Los Angeles, CA 90007.

a. Index to 16 mm Education Film
b. Index to 35 mm Filmstrip
c. Index to Educational Video Tapes
d. Index to Educational Records
e. Index to 8 mm Cartridges
f. Index to Educational Transparencies
g. Index to Vocational Technical Education

Nystrom, Dennis C. et al. **Instructional Methods in Occupational Education.** Indianapolis: Bobbs-Merrill, 1971.

Reeve, W.D. "How to Choose a Textbook." **Science and Mathematics.** Vol. 55, pp. 601-9, N., 1955.

Russon, Allien R. et al. **The Philosophy and Psychology of Teaching Typing.** Cincinnati: South-Western Publishing Co., 1973.

Schaefer, Carl J. and Gordon F. Law. "Research on Teaching Vocational Skills." Chapter 42, pp. 1303-1322 in **Second Handbook of Research in Teaching,** Robert M.A.T., Travers, (ed.) American Educational Research Association. Chicago: Rand McNally, 1973.

Silvius, G. Harold, and Estell H. Curry. **Teaching Successfully in Industrial Education.** Bloomington, IN: McKnight and McKnight, 1967.

Singer, Robert N. **Readings in Motor Learning.** Lea & Febiger, 1972.

Tate, Donald J. and Robert E. Hoskenson. **Evaluation and Accountability in Business Education.** National Business Education Yearbook No. 16. National Business Education Assn. Reston, VA, 1978.

Torres, L. "Teacher's Guide to Selecting the Proper Textbooks," **Industrial Education.** Vol. 62, pp. 24-25. May, 1973.

Writing, Teaching, and Supplementing a Unit of Instruction. Oklahoma State Department. Vocational Technical Education. Curriculum and Instructional Materials Center. Stillwater, Oklahoma 74074, 1976.

SECTION 3 — TEACHING GUIDE

1. PRE-COURSE PREPARATION

The first day of classes is not the beginning of the course. The teacher must put in much thought and preparation time for that first day to happen. These steps must be accomplished ahead of time:

1. Course objectives must be written to determine a general prespective for the semester and to establish goals for student performance.
2. Textbooks should be carefully considered and evaluated for their appropriateness and should be ordered well ahead of the semester.

3. A syllabus must be developed that will plan the course work, determine a schedule for due dates and examinations, announce the responsibilities of the student as to attendance and course work, and relay any information special to the semester's work, such as materials on library reserve.
4. Reservations should be made early for all guests, field trips, ordered films and equipment.
5. During the last week or two before classes start, checks must be made for textbook arrival, for size of class, and for location and adequacy of classroom.

2. THE FIRST CLASS MEETING

The first meeting of a new class can be very important in setting the tone for the semester. The instructor, if aware, can make valuable use of this time for explanation and student contact. These points should be used as a guide:

1. The instructor should identify himself/herself and offer some personal remarks such as preparation and experience in the subject area or reasons for teaching part-time.
2. The students could be asked to respond orally or on paper about their background, preparation in the field, and reasons for taking the course. Note — Oral response allows more familiarity among the students and will set the stage for verbal exchanges later.
3. The instructor should make clear the rules and policies of the class, preferably in a written handout or syllabus that the student can keep. This handout should include due dates of major assignments and tests, policies for late work and attendance, and policies for grading.
4. Required texts and class materials should be identified and the patterns expected for their use, both class work and homework.
5. The instructor should identify some of the major expectations of the course and allow discussion of student concerns about these expectations.
6. Student questions on any of these points should be answered at this meeting or investigated for the next one.
7. The instructor should check to see that all prerequisites have been met and that the students are registered for the right course.
8. Before dismissing the class, the instructor should make sure the students have a phone number to contact him/her, whether it be a home phone or a message center at the campus office.

3. INSTRUCTIONAL OBJECTIVES

Taking the time to make a brief lesson plan and list of goals, whether mentally or on paper, can help the teacher plan class time and necessary preparation and will allow the freedom to vary from the plan during the class period. These points can be used as a guide:

1. Instructional objectives should describe what the student will be able to do, show, or demonstrate after the learning experience.
2. The teacher should incorporate the limits of the situation and the necessary long range goals of the course.
3. The goals must be realistic for the time available and for the student capabilities.
4. The instructor can prepare a more effective lesson plan if the goals or purposes are clearly defined first.

Example: The student, after class discussion of methods of consumer protection, can name and describe at least two avenues of self-initiated action.

4. LESSON PLANNING

A lesson plan is a guide for teaching which contains a list of objectives, activities, and other instructions and information needed by an instructor for effective teaching. A lesson plan ensures continuity within the course and lesson, structures presentations, and increases instructor confidence. The following steps should be employed in developing a lesson plan:

1. Determine the purpose of the lesson and the expected student accomplishments.
2. Specify the topic which will be covered and the student assignments.
3. Determine amount of time available and relevance of the lesson to the course and the next lesson.
4. Research and collect material for information on the topic, including text, personal knowledge and experience, and supplementary sources.
5. Determine specific information to be covered and organize in desired teaching order, including a clear introduction, major points and subordinate ideas, and a summary.
6. Select appropriate methods and aids for presentation, such as audio-visual equipment, visiting speakers, or student reports.
7. Determine homework assignment to precede and follow the lesson.

In summary, an effective lesson plan will allow the instructor to clearly and comprehensively present the material to its best advantage.

The plan should include:

1. Attention gaining techniques.
2. An overview.
3. Transition between ideas and/or activities.
4. Presentation methods.
5. Application procedures.
6. Instructor evaluation.
7. Allowances for time and methods.
8. Instructional aids.
9. Rationale or purpose.
10. Summary.
11. Relevance to the course.
12. Assignment of homework and/or class work.

SAMPLE FORMAT FOR LESSON PLAN

1. Name of lesson or activity.
2. Purpose of lesson (objectives) — what student will be able to do after learning experience.
3. Instructional procedures:
   a. list of resources and materials to be used.
   b. plans for class involvement.
   c. activities used to develop the lesson.
   d. assignment for student's independent learning.
4. Evaluation — how effective was the lesson? How will it be evaluated?

5. INSTRUCTIONAL RESOURCES

The effective instructor will make use of a variety of teaching resources to supplement and enhance lectures and text materials. Thoughtful consideration should be given to the choice of these resources. They must complement the regular classroom work and must not be used so often that they lose their appeal and effectiveness. The teacher should plan the use of extra resources early so that reservations for people and equipment can be made and so that these resources can be integrated into the class work. Some of the extra resources that can be drawn upon include:

1. The showing of films (motion picture or slides) which present perspectives not available in the school.
2. The reservation of special books and reference materials in the library so students may find them.
3. The visits of guest speakers who have special knowledge or experience in the field.
4. The use of models or displays of objectives that have been discussed but not seen or examined.
5. Actual practice and/or familiarization with equipment special to the field.
6. Field trips to see in-the-field application or to tour special facilities.
7. The use of television in the classroom either to present pre-recorded shows pertinent to the work or to use in video-tape situations for practice in application of lessons.
8. The use of audio tapes to present speakers or special information and/or to record student participation.
9. The presentation of visual aids such as dittoed material, charts, graphs, photos, and illustrations to give new perspectives to the class work materials.

6. THE TEACHER'S ROLE

It is commonly accepted that the teacher is in the classroom in order to teach, to transmit information, but the teacher must be aware of the other ways

in which he or she has an impact on the students.

1. The teacher is an authority figure as far as the course content is concerned and should be well prepared to deal with student questions and queries.
2. The teacher is a counselor who can guide students to further growth and development, who can direct student problems to appropriate resources, and who can offer advice about career work in the field taught.
3. The teacher is a motivator who can inspire student participation and involvement through active and enthusiastic concern for student progress and through obvious enjoyment of the class.
4. The teacher is an evaluator who can, by carefully measuring progress, keep the students aware of their performance.
5. The teacher is, most of all, a person-someone accessible and friendly enough to create the environment necessary for human contact, for personal growth, and for learning.

7. MOTIVATION

Students attend community college college classes for a number of reasons. The teacher must be aware of these reasons and can then gear the focus of the material to reflect some of those goals. These points are important:

1. The teacher should determine at the first meeting the various reasons for taking the class, whether for personal enrichment, to meet college requirements, or to enhance job effectiveness.
2. Some of the activities of the course can be individualized to reflect these reasons. Students working toward a goal that they have not chosen will not work very hard or well.
3. The instructor can discuss the relationship of the course work to practical application in the "real world". The material has more meaning when students can see its use.
4. The teacher can provide accelerated work for superior students and more basic work for those having trouble. An individualized approach is a great aid for those students who feel left out or different.
5. The teacher can give frequent feedback on progress, being careful to stress growth and positive accomplishments and to suggest areas for future attention.
6. The teacher is an effective model of the validity and value of the subject area and can have a great impact on motivation by displaying knowledge, competency, and enthusiasm for the work.
7. Flexibility of lessons is important in maintaining student interest. A variety of activities can add much to student interest. The chance to actually try or attempt an activity can teach much more than simply listening to the teacher talk about it.
8. The student is not only learning the subject matter, but also **how** to learn that subject matter and how to participate in relationships with the teacher and the other students.

In general, the teacher needs to be aware of each student as an individual

with special needs and curiosities and to allow for those qualities to grow as much as possible.

8. CLASSROOM ORDER AND MORALE

Establishing a classroom environment that will provide effective learning is a shared responsibility of the teacher and the students. The teacher must guide classroom activities and stimulate learning situations, but the students must be involved and must participate for full effectiveness. The teacher should consider the following:

1. Lessons should be well planned in advance to integrate and unify with other lessons and topics of the course.
2. Students must be able to understand the organization and integration of the work. Written summaries or handouts and review periods will help to synthesize and unify the material.
3. The teacher should have enough flexibility in lesson plans that adaptation can be made to meet the particular needs of the group. Night classes of people who have worked all day are often tired and need this flexibility to maintain interest.
4. Student questions and problems should be handled as quickly and efficiently as possible. If the teacher does not have the information available, he or she should make sure to have it by the next meeting.
5. The teacher must be available to work with students privately if they need individual attention, whether in or out of class. Periodic individual attention to each student can do a lot to increase student motivation and participation.
6. The students must clearly understand what is expected of them from the beginning, what their responsibilities are, what they will have to demonstrate in proficiency by the end of the course.
7. The teacher can allow give and take discussions to deal with student concerns about the material or about the handling of the course itself.

The key to classroom management is the teacher's ability to be well-prepared yet flexible. If the teacher can adapt to the material, the students' needs, and the situation of the class meeting, the student will receive the most possible benefit from the course.

9. PRESENTATION AND DEMONSTRATION

Introduction

Skill in a variety of presentation techniques can allow the instructor to modify or adapt his classroom teaching methods in order to most effectively cover the material and meet the students' needs. Practice with each of these techniques will give the instructor a wider base of experience to draw from and will allow him or her to determine which are most appropriate to the course and topic.

A. The Formal Lecture

The formal lecture, a organized delivery of information with a stated purpose, an overview, an adequate explanation or description, and a concise summary, is an effective way of augmenting other materials, such as texts, or of presenting information the students may not have access to. These points should be used as a guide in delivering the formal lecture:

1. Introduce the topic clearly.
2. Provide a **brief** overview and purpose of the topic.
3. Expand on significant factors.
4. Relate lecture to future topics.
5. Demonstrate objectivity by citing various approaches or opinions.
6. Maintain the interest of the audience through gestures, eye contact, and good voice tone.
7. Adhere to a limited time span, fifteen to twenty-five minutes. It is very difficult to hold student interest for a longer period.
8. Encourage and answer questions.

B. The Informal Lecture

Rather than direct delivery of information as in the formal lecture, the informal lecture features explanations and development of problem-solving techniques. It encourages student participation and often uses audio-visual equipment to aid in explanation. The instructor acts as a guide in directing the students in a given direction. These steps are essential:

1. Select a suitable topic.
2. Introduce the topic clearly.
3. Provide a **brief** statement of purpose and overview of the topic.
4. Prepare the class members for discussion.
5. Gain their attention immediately.
6. Encourage discussion and questions.
7. Tie topic to other relevant topics and to future study.
8. Lead discussion and facilitate group action.
9. Summarize to close discussion effectively.

C. The Demonstration

The instructor can use real objects or models to explain and show the steps of a process or procedure with demonstrations. The student can then carry out the same steps, under supervision, and have the opportunity for immediate feedback and correction. The instructor should:

1. Present an adequate introduction.
2. Demonstrate a clear purpose for the activity.
3. Demonstrate the process or procedure.
4. Explain appropriate use of the equipment.
5. List safety rules to be followed.
6. Present required prerequisites to students.
7. Allow the students to participate in the procedure.
8. Give instructions to students actively involved in the process.
9. Answer questions.

10. Allow ample time for the demonstration.
11. Allow ample time for student practice.
12. Make enough equipment available for all students.
13. Assess the student comprehension and response.

D. The Case-Study or Applied Project

This method allows the students to become actively involved in a problem situation that may be hypothetical or real and requires them to attempt to solve problems by applying principles to an assigned problem and then by generalizing the solution to other situations. To prepare for this situation, the instructor needs to:

1. Prepare a clear statement of the problem.
2. State lesson objective.
3. State facts and conditions describing problem.
4. Prepare students for discussion.
5. Introduce the situation.
6. Establish the group role.
7. Motivate students to participate.
8. Review information and supply needed information.
9. Start group discussion.
10. Summarize group recommendations.
11. Close discussion.

E. Students as Teachers

The instructor can often benefit from the skills of the class members and should draw on them to supplement his/her own teaching. Students working at an advanced level can serve as teaching aids or tutors to less advanced students. Students with previous experience can be drawn into leading group discussions.

Frequently, students can be given individual assignments to report to the class. This kind of situation facilitates learning by those being taught and stimulates additional learning by those who teach. The instructor will need to:

1. Be aware of class diversity and individual student skills and experience.
2. Select suitable topics for application.
3. Maintain an active interaction with the whole class.
4. Guide student-teachers in their preparation.
5. Remain a source of reference and authority and be prepared to deal with students who attempt to dominate the class.
6. Provide effective summarization and closure.
7. Relate the topic to other class work.

F. The Textbook

Sometimes discounted as an easy way of teaching, reliance on the text- can be an effective method of reassuring students of their expectations and their progress. If the instructor has a voice in textbook selection, he/she

should choose one appropriate to both the subject area and the classroom environment. Students appreciate a reference and review source. Sometimes a text is the only learning source available to them. Also, the text can be used as a springboard to other information. The instructor should be careful to:

1. Measure the text against the content area and against student background.
2. Make the text familiar to himself/herself, recognizing its strengths and weaknesses.
3. Be prepared to supplement or complement the text materials (see 9 — Presentation Methods and 5 — Instructional Resources).
4. Alert the students as to effective use of the text and also to its weaknesses, so they do not become overly reliant on it.
5. Choose selectively from the text material as is appropriate to classroom topics.

G. Programmed Instruction

Self-pace or programmed instruction can be an effective teaching method in a class with a wide diversity of student backgrounds. The teacher must spend a great amount of time in preparation for the approach but is then free to work with individual student needs during the course's progress. The instructor should prepare to:

1. Design lessons that can be accomplished individually.
2. Develop a periodic evaluation system for each student.
3. Allow for accelerated and slower progress in students.
4. Develop a packet combining information delivery and practical application.
5. Maintain an active interaction with the whole class.
6. Remain a source of reference and authority.

Summary

The choice of delivery method has a major impact on the amount of comprehension the student gains. An alert instructor will use this information to most effectively present the course material. He/she will keep in mind:

1. The presentation method should be appropriate to the subject matter.
2. It should be appropriate to the student population.
3. It should correspond to the facilities and equipment available.
4. It should vary to maintain student interest.
5. It should be evaluated after each presentation to determine its appropriateness and effectiveness to the topic.

10. MEASURING STUDENT RESPONSE

The teacher is obligated to respond to the grading policies of the college and must determine a grade for each student at the end of the semester. The instructor can, however, use a number of techniques to arrive at this final grade, among them the following:

1. Participation in and completion of class work.
2. Completion of any work assigned for home.

3. Response on scheduled or unscheduled quizzes periodically through the course.
4. Midterm or final examinations to test accumulated information.
5. Special presentations or reports given to the class.
6. Preparation of papers on topics relevant to class work.
7. Course projects designed to reflect areas studied during the semester.

The teacher may combine several of these to gain an overall view of the capabilities of the student.

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